



**THE USE OF ORIGAMI TO IMPROVE SPEAKING SKILL THE
EIGHTH GRADE STUDENTS OF SMPN 2 NALUMSARI JEPARA IN
THE ACADEMIC YEAR 2012/2013
(A Classrom Action Research)**

SKRIPSI

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FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MURIA KUDUS
2012**

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SKRIPSI

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The University of Muria Kudus
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In the Department of English Education

The logo of Universitas Muria Kudus is a shield-shaped emblem. It features a central yellow vertical bar with a black cross-like pattern. On either side of the bar are blue and red stylized shapes resembling flames or wings. The text "UNIVERSITAS MURIA KUDUS" is written in a semi-circle at the top of the shield. At the bottom is a white stylized flower or leaf motif.

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This is to certify that the Sarjana Skripsi of Endang Fitriyah has been approved by the skripsi advisors for further approval by the Examining Committee.

Kudus, Desember 2013

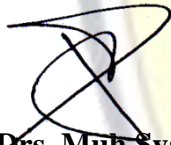
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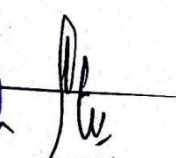

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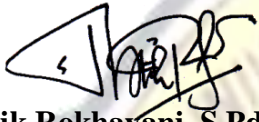
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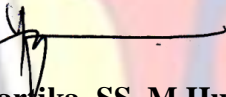
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MOTTO AND DEDICATION

Motto

1. There is no impossible word if we never give up. Keep studying and praying to Allah.
2. Walk on with hope in your heart and you will never walk alone.
3. The best will come in appropriate time.

Dedication

She dedicates this Skripsi to:

1. Her beloved parents who always give support
2. Her brother who always helps her
3. Her fiancé who always motivates her
4. Her beloved best friends

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8. Last but not least everybody especially her parents, her brother, her fiancé, and all of her best friends, who always support her.

Kudus, Desember 2013

The Writer

ABSTRACT

Fitriyah, Endang. 2013. *The Use of Origami To Improve Speaking Skill of the Eighth Grade Students of SMPN 2 Nalumsari Mayong Jepara in the Academic Year 2012/2013. (A Classroom Action Research of the eight grades Students of SMPN 2 Nalumsari Mayong Jepara in the Academic Years 2012/2013. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (i) Atik Rokhayani, S.Pd. M.Pd (ii) Drs. Muh. Syafei, M.Pd*

Key words: speaking skill, origami

English is one of the important subjects in the final national examination, especially in senior high school. In view of the matter, the English teacher should apply the appropriate teaching technique in teaching English. Speaking is one of the language skills which demand the learners can communicate by using English fluently. Therefore, the teacher must use the appropriate teaching technique. In this research, the writer uses origami as a teaching technique in teaching English. Moreover, the purpose of this research is to improve the speaking skill for the Eight grade students of SMPN 2 Nalumsari Mayong Jepara in the academic year 2012/2013.

Can the use of origami improve speaking skill of the eighth grade students of SMPN 2 Nalumsari Jepara, in the Academic Year 2012/2013?

The writer conducted classroom action research to solve the research problem. The research was conducted in SMPN 2 Nalumsari Mayong Jepara in the academic year 2012/2013. This research consists of three cycles and each of cycles has the instrument. They are: observation and test. Besides that, the writer also applied the research design in every cycle as follows: planning, action, observation, analysis and reflection.

The average score percentage of the students' speaking skill in cycle I is 71,5(21%). In cycle II, the average score percentage of the students' speaking skill is 75,2(13%). So, there is an increasing of the average score of the students' speaking skill between cycle I and II. It is 3,7 (8%). The average score percentage of the students' speaking skill in cycle III is 80,6 (5%) So, there is an increasing of the average score percentage of the students' speaking skill between cycle II and III. It is 5,4 (8%). There is an improvement of the students' activity in teaching English by using origami in every cycle. In cycle I, there are many students who are not active enough yet in teaching learning process. There are a few students who give response to the teacher when the teacher speak, give question, and give command. In cycle II, the number of students who are active in the discussion is increase although there are still some students who are just silent in the discussion. In cycle III, all of the student can be active in the discussion although there are some students who still get the difficulties to speak English.

Origami can improve the speaking skill of the student, so it is suggested that the English teacher uses origami as the alternative technique to teaching English.

ABSTRAKSI

Fitriyah, Endang. 2013. Penggunaan Origami Untuk Meningkatkan kemampuan Berbicara Bahasa Inggris Bagi Siswa Kelas VIII *SMPN 2 Nalumsari Mayong Jepara Tahun Akademik 2012/2013*. (Penelitian Tindakan Kelas VIII SMPN 2 Nalumsari Mayong Jepara in the Academic year 2012/2013). Skripsi: Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (i) Atik Rokhayani, S.Pd. M.Pd (ii) Drs. Muh. Syafei, M.Pd

Bahasa Inggris merupakan salah satu mata pelajaran penting dalam ujian akhir nasional, khususnya di Sekolah Menengah Kejuruan. Mengingat hal tersebut, guru Bahasa Inggris harus menerapkan technique pembelajaran yang tepat dalam pengajaran Bahasa Inggris. Keterampilan berbicara merupakan salah satu keterampilan bahasa yang menuntut pembelajar dapat berkomunikasi dengan menggunakan Bahasa Inggris dengan lancar. Oleh karena itu, guru harus menggunakan teknik pembelajaran yang tepat untuk melatih pembelajar sehingga mereka mampu berbicara Bahasa Inggris secara aktif. Origami merupakan salah satu teknik pembelajaran alternatif yang dapat digunakan dalam pengajaran Bahasa Inggris. Dalam penelitian ini, penulis menggunakan origami sebagai sebuah teknik pembelajaran dalam pengajaran Bahasa Inggris. Adapun tujuan dari penelitian ini adalah untuk meningkatkan kemampuan berbicara dengan menggunakan Bahasa Inggris bagi siswa di SMPN 2 Nalumsari Mayong Jepara tahun akademik 2012/2013.

Dapatkah dengan menggunakan bantuan origami dapat meningkatkan kemampuan bahasa Inggris pada siswa kelas delapan di SMPN 2 Nalumsari Jepara, pada tahun ajaran 2012/2013

Penulis melakukan penelitian tindakan kelas untuk memecahkan masalah penelitian. Penelitian ini dilaksanakan di SMPN 2 Nalumsari Mayong Jepara tahun akademik 2012/2013. Penelitian ini terdiri dari tiga siklus dan tiap siklus memiliki instrumen yang meliputi: observasi dan tes. Disamping itu, penulis juga menerapkan desain penelitian dalam tiap siklus adalah sebagai berikut: perencanaan, pelaksanaan tindakan, observasi, analisis dan refleksi.

Persentase nilai rata-rata pada kemampuan berbicara siswa pada siklus I adalah 71,5 (21%). Pada siklus II, persentase nilai rata-rata pada kemampuan berbicara siswa adalah 75,2 (13%). Jadi, ada peningkatan nilai rata-rata kemampuan berbicara siswa antara siklus I dan II, yaitu sebesar 3,7 (8%). Nilai rata-rata kemampuan berbicara siswa pada siklus III adalah 80,6 (5%) Jadi, ada peningkatan nilai rata-rata tersebut antara siklus II dan III, yakni sebesar 5,4 (8%). Ada perkembangan aktivitas siswa dalam pengajaran bahasa Inggris dengan menggunakan *origami* dalam tiap siklus. Pada siklus I, terdapat banyak siswa yang belum cukup aktif dalam proses belajar mengajar. Terdapat sedikit siswa yang memberikan respon kepada guru ketika guru berbicara, memberikan pertanyaan, dan memberikan perintah. Pada siklus II, jumlah siswa yang aktif dalam diskusi meningkat walaupun masih ada beberapa siswa yang hanya diam

diskusi. Pada siklus III, seluruh siswa dapat aktif walaupun ada beberapa siswa yang masih kesulitan untuk berbicara dalam bahasa Inggris.

Origami dapat meningkatkan kemampuan berbicara siswa, jadi disarankan bahwa guru Bahasa Inggris menggunakan *origami* sebagai teknik pembelajaran alternatif dalam Bahasa Inggris untuk meningkatkan kemampuan berbicara siswa.



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